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# MISSOURI GIFTED LEARNER OUTCOMES

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## Introduction

Gifted students need challenging curriculum, meaningful enrichment, accelerated learning opportunities, and appropriate social and emotional supports in order to make continuous progress in school. Gifted education programs provide opportunities for students to have enriched learning experiences across multiple curricular areas, addressing Missouri Learning Standards in core content areas, computer science, and fine arts. The unique academic, social, and emotional needs of gifted learners are addressed through the Missouri Gifted Learner Outcomes (MO-GLOs). The MO-GLOs can also guide gifted education specialists as they develop learner outcomes for their gifted programs.

## Domains

The [Portrait of a Gifted Learner](#) directs the MO-GLOs. The Portrait of a Gifted Learner includes six domains: Complex Reasoning, Creative Thinking, Affective Processing, Executive Functioning, Global Mindedness, and Communicating Effectively. To deepen understanding, these six domains are further broken down into three or four strands. The MO-GLOs are divided into four grade bands (K-2, 3-5, 6-8, and 9-12) and focus specifically on three of the six domains: Complex Reasoning, Creative Thinking, and Affective Processing. Global Mindedness, Communicating Effectively, and Executive Functioning are embedded within those three domains. Icons are utilized to help identify the embedded domains.

**Complex Reasoning:** As gifted learners, students will develop the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.

**Creative Thinking:** As gifted learners, students will develop the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.

**Affective Processing:** As gifted learners, students will develop self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

## Missouri Show-Me Standards

The Missouri Gifted Learner Outcomes are aligned to the Missouri Show-Me Performance Standards:

**Goal 1:** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

**Goal 2:** Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

**Goal 3:** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

**Goal 4:** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

## 1. Complex Reasoning

| <b>Big Idea</b>  | As gifted learners, students will develop the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.   |   |  |  |
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| <b>Enduring Understandings</b>   | <ul style="list-style-type: none"> <li>★ EU 1.1 Decision making requires a process of gathering, analyzing, and applying information and ideas.</li> <li>★ EU 1.2 The decisions that we make impact others. It is important to consider the implications and consequences of personal actions.</li> <li>★ EU 1.3 The development of critical thinking skills and dispositions is a life-long endeavor.</li> <li>★ EU 1.4 There are different processes and strategies for solving problems. Being able to apply these processes and strategies may increase the probability of developing a successful outcome.</li> <li>★ EU 1.5 Through practice, we can grow in our ability to develop effective solutions to problems.</li> </ul> |   |  |  |
| <b>Essential Questions</b>   | <ul style="list-style-type: none"> <li>✍ EQ 1.1 How do I make and defend a well thought out and reasonable decision?</li> <li>✍ EQ 1.2 How do I use different strategies to effectively generate solutions that solve problems?</li> <li>✍ EQ 1.3 Why is it important to be able to solve problems and explain my reasoning?</li> <li>✍ EQ 1.4 How do my decisions impact the world?</li> <li>✍ EQ 1.5 How can I transfer my knowledge and skills to new situations?</li> <li>✍ EQ 1.6 How do I communicate my ideas effectively to an appropriate audience?</li> </ul>   |   |  |  |
| <b>Grade Span Outcomes</b>   | <b>K-2 Learner Outcomes</b>   | <b>3-5 Learner Outcomes</b>   | <b>6-8 Learner Outcomes</b>  | <b>9-12 Learner Outcomes</b>   |
| <b>Analyze Problem Situations and Identify Key Elements</b><br><br> | Collaboratively and independently identify elements of issues   | Collect and analyze data to independently identify elements of issues                   | Independently collect and analyze data to identify multiple perspectives and views on issues | Using independently collected data, analyze issues using different perspectives  |
|  | Identify the main pattern of information needed to understand an issue  | Identify the main pattern and minor patterns in information needed to understand issues | Consider evidence that disconfirms ideas and assumptions about issues                        | Investigate the characteristics of resources that may indicate bias such as loaded language, errors in reasoning, and the author's affiliation |
| <b>Identify Possible</b>   | With guidance, identify possible solutions to problems  | Develop possible solutions to problems  | Develop multiple possible solutions to singular and multi-faceted problems                   | Develop complex possible solutions to multi-faceted problems   |

## 1. Complex Reasoning

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| <b>Solutions and Success Criteria</b><br>         | With guidance, identify success criteria for problem solutions                                 | With guidance, identify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems | Identify and justify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems | Identify, rank, and justify success criteria for problem solutions and evaluate the possible effectiveness of proposed solutions to problems using defined success criteria |
| <b>Evaluate Options and Explain Reasoning</b><br> | With guidance, differentiate the quality of possible responses to issues and explain reasoning | Independently determine criteria for evaluating and selecting responses to issues and support selections                                 | Determine and justify criteria for evaluating and selecting responses to issues; apply criteria and defend selections                 | Use analogical reasoning to identify, explain, and give examples of analogies to support thoughts and ideas   |
|  | Use facts to support ideas, decisions, and opinions  | Support ideas, decisions, and opinion statements with facts tied to text-based evidence  | Support one's own ideas, decisions, and opinions with evidence from multiple sources; reason with logic to evaluate issues            | Support one's own ideas, decisions, and opinions and counter others' statements with evidence from multiple sources   |
| <b>Use Deliberate Processes for Solving Problems</b>   | With guidance, employ a teacher-selected problem-solving strategy                              | Employ a teacher-selected problem-solving strategy and investigate novel student-selected strategies for solving problems                | Employ a student-selected problem-solving strategy and assess the effectiveness of the strategy                                       | Employ a student-selected problem-solving strategy, analyze effectiveness, and defend reasoning for the selected strategy   |

Includes but not limited to: design thinking, engineering design process, creative problem solving, launch cycle

## 1. Complex Reasoning

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| <b>Test, Analyze, and Iterate</b><br>         | With guidance, develop and test prototypes and discuss what items could be improved in future designs | Develop, test, and refine prototypes as part of a cyclical design process with teacher-selected success criteria | Develop, test, and refine prototypes as part of a cyclical design process, evaluate the effectiveness based on teacher-selected success criteria, and explain the reasoning behind changes made in the iteration process | Develop multiple possible iterations, create structures for analyzing the success of prototypes, utilize self-determined success criteria to assess the effectiveness of their solutions, and defend their thinking with evidence-based research |
| <b>Reflect on the Impact of Solutions</b><br> | With assistance, discuss the implications of issues on the impacted community                         | Consider the implications of issues and their possible solutions on multiple communities (local, larger, global) | Examine issues from multiple viewpoints while considering the implications on the community  | Appraise global implications and consequences of historic and current world events   |
|  | Identify your role and the consequences within issues   | Evaluate your personal decisions on issues in the larger perspective   | Assess how your decisions can add to a potential solution within a community and global framework  | Determine how your personal viewpoint may interconnect with those from historic and current world events   |
| <b>Systems Thinking</b><br>                 | Identify the parts of the system and explain connections within that system                           | See trends in systems and identify cause and effect relationships or multiple connections within the system      | Identify and test assumptions within a system and determine where unintended consequences might arise  | Make change in local/larger/global communities using systems thinking and utilize a variety of tools to understand systems thinking concepts and apply them to new problems  |

## 1. Complex Reasoning

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| <b>Logical Reasoning</b>   | Apply thinking processes to identify relationships between two familiar items or events | Apply thinking processes to analyze and organize sets of limited clues and reach logical conclusions ranging from general to specific | Demonstrate use of thinking processes that allow for a depth of thought by evaluating and justifying data that supports logical conclusions | Apply thinking processes to new situations when appropriate   |
| Includes but not limited to: pattern recognition, decomposition, abstraction, data analysis, critical thinking, systems thinking, algorithmic thinking, analogous thinking, deductive reasoning, inductive reasoning, abductive reasoning, convergent thinking, divergent thinking |   |   |   |   |
| <b>Communicate Ideas, Thoughts, and Messages</b><br><br>   | Communicate complex ideas to reach a targeted audience                                  | Effectively communicate complex ideas in a way that meets the need(s) of the intended audience  | Effectively communicate complex ideas in a way that purposefully meets the need(s) of the intended audience                                 | Effectively communicate complex ideas in a way that purposefully meets the need(s) of the intended audience |
|  | With guidance, offer constructive feedback and incorporate suggestions for improvement  | Offer constructive feedback and incorporate suggestions for improvement   | Offer constructive feedback, analyze feedback received for effectiveness, and incorporate selected feedback                                 | Adapt future communication using prior feedback   |

## 1. Complex Reasoning

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| <b>Connected NAGC Standards</b> | <p><b>1.2. Self-Understanding.</b> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p><b>1.3. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p><b>1.5. Cognitive, Psychosocial, and Affective Growth.</b> Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p><b>3.3. Responsiveness to Diversity.</b> Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p><b>3.5. Instructional Strategies.</b> Students with gifts and talents become independent investigators.</p> <p><b>4.3. Responsibility and Leadership.</b> Students with gifts and talents demonstrate personal and social responsibility.</p> <p><b>4.5. Communication Competence.</b> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p> |
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## 2. Creative Thinking

| <b>Big Idea</b>  | As gifted learners, students will develop the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.   |   |  |   |
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| <b>Enduring Understandings</b>   | <ul style="list-style-type: none"> <li>★ EU 2.1 Innovative thinking and creative thinking are vital to our progress as a society.</li> <li>★ EU 2.2 Everyone can grow in their ability to think creatively and develop innovative ideas.</li> <li>★ EU 2.3 Being open-minded when new and different ideas are proposed is an important aspect of allowing creative thought and encouraging innovation.</li> </ul>  |   |  |   |
| <b>Essential Questions</b>   | <ul style="list-style-type: none"> <li>-pencil EQ 2.1 What are creativity and innovation?</li> <li>-pencil EQ 2.2 In what ways is creativity important and how does creativity play a role in self-expression and culture?</li> <li>-pencil EQ 2.3 What conditions, attitudes, and behaviors support creativity and innovative thinking and what factors discourage creative risk taking?</li> <li>-pencil EQ 2.4 How do I communicate my ideas effectively to an appropriate audience?</li> </ul> |   |  |   |
| Grade Span Outcomes  | K-2 Learner Outcomes   | 3-5 Learner Outcomes  | 6-8 Learner Outcomes   | 9-12 Learner Outcomes   |
| <b>Risk-Taking and Open-Mindedness</b><br><br><br> | Demonstrate with guidance adaptability skills when evaluating thoughts or plans of existing products through listening and asking questions  | Demonstrate adaptability skills when evaluating thoughts or plans of original products through listening and asking questions | Appropriately discern teacher and peer feedback to revise original work            | Demonstrate observable adaptability skills relating to individual creative pursuits including self-awareness, acceptance, and self-correction |
| <b>Divergent Thinking</b>  | Effectively use teacher-selected strategies to encourage creativity with original products   | Effectively use student-selected strategies to demonstrate creativity with original products                                  | Use independent strategies to interpret others' works and create original products | Build products in performances, insight, techniques, and/or trial and error based on divergent thinking                                       |
| Includes but not limited to: Brainstorming, F2OE, SCAMPER, Forced Connections, Mind Mapping  |  |   |  |   |

## 2. Creative Thinking

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| <b>Innovation Skills</b>   | Experiment with various materials and tools to create products related to personal interest or subject matter | Use materials, processes, and concepts in original ways to create a solution when given an expected outcome                           | Using a variety of materials, create an original product utilizing collaborative feedback                                    | Explore the creative thinking process in various situations while developing a plan of action, maintaining creative flow, and adjusting the creative process based on feedback to create innovative products |
| <b>Self-Expression</b><br><br><br><br> | Demonstrate appropriate verbal and nonverbal communication skills when expressing creative ideas              | Practices self-reflection when evaluating creative processes using advanced verbal, nonverbal, and technological communication skills | Provides and receives effective feedback leading to improvement in verbal, nonverbal, and technological communication skills | Demonstrate advanced communication skills to influence differing viewpoints using a variety of resources, either independently or collaboratively  |

## 2. Creative Thinking

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| <b>Connected NAGC Standards</b> | <p><b>1.1. Self-Understanding.</b> Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p><b>1.2. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p> <p><b>1.3. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</p> <p><b>1.5. Cognitive, Psychosocial, and Affective Growth.</b> Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p><b>1.6. Cognitive Growth and Career Development.</b> Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).</p> <p><b>3.3. Responsiveness to Diversity.</b> Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p><b>3.5. Instructional Strategies.</b> Students with gifts and talents become independent investigators.</p> <p><b>4.5. Communication Competence.</b> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p> |
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### 3. Affective Processing

| <b>Big Idea</b>   | As gifted learners, students will develop self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.   |  |   |  |
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| <b>Enduring Understandings</b>  | <ul style="list-style-type: none"> <li>★ EU 3.1 An individual's identity is a product of the dynamic interaction between personal and environmental factors.</li> <li>★ EU 3.2 Intrapersonal development is understanding oneself as the foundation for self-management.</li> <li>★ EU 3.3 On-going self-assessment and reflection are essential to defining and enhancing an individual's growth.</li> <li>★ EU 3.4 Respect must be given to unique beliefs and experiences in oneself and others in order to develop empathy, social awareness, and leadership skills.</li> <li>★ EU 3.5 Embracing giftedness and appropriately coping with stress is important to healthy, responsive interpersonal interactions and to becoming productive members of classroom communities and society.</li> <li>★ EU 3.6 Lifelong learning is important to leading a life of curiosity, continued self-understanding, and global awareness.</li> <li>★ EU 3.7 Executive functioning skills are the foundation of all learning and can be learned and directly taught.</li> <li>★ EU 3.8 Everyone can develop the ability to manage and regulate choices (i.e.: planning, self-monitoring, time management, and organization).</li> </ul> |  |   |  |
| <b>Essential Questions</b>  | <ul style="list-style-type: none"> <li>✍ EQ 3.1 How does my giftedness impact the interactions in life that make me who I am?</li> <li>✍ EQ 3.2 How does my giftedness impact how others see me and how I see myself?</li> <li>✍ EQ 3.3 How do I respect others' beliefs and experiences that are different from my own?</li> <li>✍ EQ 3.4 In what ways are executive function skills important and how does the development of my skills impact school and home life?</li> <li>✍ EQ 3.5 What conditions, attitudes, and behaviors develop skills and what hinders my development?</li> <li>✍ EQ 3.6 How do I communicate my ideas effectively to an appropriate audience?</li> </ul>  |  |   |  |
| <b>Grade Span Outcomes</b>  | <b>K-2 Learner Outcomes</b>  | <b>3-5 Learner Outcomes</b>  | <b>6-8 Learner Outcomes</b>   | <b>9-12 Learner Outcomes</b>   |
| <b>Intrapersonal Development</b><br> | Explore the relationship between their learning and giftedness   | Describe benefits and importance of personal qualities, characteristics, and gifted identity | Be flexible and adapt to different social contexts and appropriately advocate as the gifted learner | Create and implement an actionable plan with strengths and areas of growth to have confidence in one's identity based on gifted characteristics, talents, interests, and strengths |

### 3. Affective Processing

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|  | Identify and assess strengths and areas of growth as a baseline for growth                           | Identify an actionable plan with strengths and areas of growth to exhibit confidence   | Apply knowledge of strengths and areas of growth to personal decision-making   | Use knowledge of strengths and areas of growth to make decisions about their future  |
|  | Identify feelings and emotions in self and others (including varying degrees of emotional intensity) | Describe and demonstrate ways to express and respond to emotions (i.e., coping strategies) in a constructive manner                | Evaluate the impact of appropriate and inappropriate emotional expression and behavior on self and others  | Analyze and evaluate how emotions affect responsible decision making   |
| <b>Interpersonal Interactions and Leadership</b><br><br><br> | Respond in a truthful manner about self and others   | Respond in a truthful manner about self and others and recognize ways to help peers complete tasks, goals, or address needs        | Respond and act in a truthful manner even under adverse circumstances/peer pressure  | Develop healthy relationships based on shared values, interests, goals, or reciprocity of support  |
|  | Work independently and in collaborative groups   | Flexibly work independently and in collaborative groups  | When working in groups, ensure and defend effective and ethical group decisions  | When working in groups use socially appropriate strategies to express emotions and feelings, analyze different perspectives, and concern for each group member |
|  | Collaborate and communicate with group members to complete a task                                    | Exhibit behaviors that communicate understanding and respect for people who have a different point of view while completing a task | Communicate when there is a difference of opinion and respond appropriately; detect moods, temperaments, motivations, and intentions of others; and work collaboratively | Demonstrate empathy for each group member while engaging in communication when there is a difference of opinion  |

### 3. Affective Processing

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| <b>Self-Regulation and Project Management</b><br><br><br>   | With guidance, identify emotions related to school tasks and monitor behavior choices   | At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices                       | At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices                                   | At an age-appropriate level, identify emotions related to school tasks and self-monitor behavior choices   |
|   | Demonstrate the ability to organize, focus, and complete tasks in a timely manner   | Demonstrate the ability to prioritize, time-manage, and focus on given tasks when given organizational tools                   | Analyze and apply motivation strategies and organization skills to persevere through difficult situations, tasks, or goals                 | Create short- and long-term goals using an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals     |
|   | Demonstrate the ability to accept responsibility/take ownership for actions for given tasks and consequences for actions in a variety of situations | Explain how family members, peers, school personnel, and community members can support responsible behavior and school success | Analyze how making use of school and community supports can help one to complete goals and contribute to achievement in school and in life | Analyze how personal responsibility affects individual and group relationships and demonstrate the ability to take personal responsibility for one's behavior              |
| <b>Adaptability</b><br><br><br><br> | Be able to listen to multiple thoughts and perspectives   | Be able to listen to and restate multiple thoughts and perspectives  | Be able to listen to and restate multiple thoughts and perspectives, and rethink one's own position  | Be able to listen to and restate multiple thoughts and perspectives, rethink one's own position, and discuss an issue from both sides regardless of one's personal opinion |
|   | With guidance, stay with a task even if it's challenging  | Without guidance, stay with a task even if it's challenging  | Stay with a task even if it's challenging and meet the required goals/due dates  | Stay with a task even if it's challenging and meet the self-imposed goals/due dates  |

### 3. Affective Processing

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|  | With guidance, be an active and positive team member | Actively participate and contribute to the team in a positive manner | Actively participate, contribute to the team in a positive manner, help make team member assignments, and set team goals | Actively participate, contribute to the team in a positive manner, regulate self and others to set and accomplish team goals |
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### 3. Affective Processing

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|---------------------------------|---|
| <b>Connected NAGC Standards</b> | <p><b>1.1. Self-Understanding.</b> Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p> <p><b>1.2. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p> <p><b>1.3. Self-Understanding.</b> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</p> <p><b>1.5. Cognitive, Psychosocial, and Affective Growth.</b> Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p> <p><b>1.6. Cognitive Growth and Career Development.</b> Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).</p> <p><b>3.2. Talent Development.</b> Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.</p> <p><b>3.3. Responsiveness to Diversity.</b> Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.</p> <p><b>4.1. Personal Competence.</b> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p><b>4.2. Social Competence.</b> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p><b>4.3. Responsibility and Leadership.</b> Students with gifts and talents demonstrate personal and social responsibility.</p> <p><b>4.5. Communication Competence.</b> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p> |
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# Portrait of a Gifted Learner

## COMPLEX REASONING

Critical Thinking  
Problem Solving  
Systems Thinking

## CREATIVE THINKING

Open-Mindedness  
Risk Taking  
Innovation Skills  
Divergent Thinking

## AFFECTIVE PROCESSING

Interpersonal Interactions  
Intrapersonal Development  
Leadership Skills



## GLOBAL MINDEDNESS

Awareness & Appreciation  
Justice & Service-Oriented  
Life-Long Learner

## COMMUNICATING EFFECTIVELY

Self-Expression  
Active Listening  
Shared Understanding  
Self-Advocacy

## EXECUTIVE FUNCTIONING

Project Management  
Self-Regulation  
Adaptability  
Conflict Resolution